

The Holocaust: A Precedent for Today's Issues in Human Rights

Grade Level: Grades 9 and 10
Content Area: Social Studies
Time to Complete: Fifteen hours
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1. South Carolina Curriculum Standards Addressed (T = Targeted, I = Introduced, R Reinforced/Reviewed)

• Social Studies

I. Time, Continuity, and Change: History

10.2 The learner will demonstrate an understanding of the major developments in the history of the world during the modern era (ca. 1500 to present).

10.2.18 analyze the oppression of groups and the struggle for human rights across the world (T)

10.2.20 interpret major global trends since World War II (I)

A. Chronological Thinking

- Distinguish between past, present, and future time (T)
- Create time lines (R)
- Explain change and continuity over time (R)

II. Power, Authority, and Governance: Government/Political Science

A. Explaining and Analyzing

- Analyze reasons for acts, occurrences, and trends (T)
- Explain the causes and effects of events and phenomena (T)
- Comparing and contrasting (T)
- Distinguish between opinion and fact (T)
- Distinguish between means and ends (R)
- Clarify responsibilities (R)
- Interpret the significance of events, ideas, phenomena (T)

B. Evaluating, Taking, and Defending Positions

- Cite evidence in support or rejection (T)
- Predict probable consequences (R)
- Evaluate means and ends (I)

III. People, Places, and Environments: Geography

- 10.7.13 examine how people's lives are affected by the social, political, and economic identities on Earth (R)
- 10.9.3 analyze ways in which physical and human features have affected events in history (R)
- 10.9.5 analyze a variety of contemporary issues in terms of Earth's physical and human systems (T)
- 10.9.6 explain how to use geographic knowledge, skills, and perspectives to analyze problems and make decisions (T)

2. Lesson/Unit Description

In this unit, students will develop an understanding of today's international human rights issues and make connections with the Holocaust. The lesson will focus on the human rights that were enumerated in the Universal Declaration of Human Rights as a result of the Holocaust and on the application of those rights in the world today. Students will participate in whole-group discussions and activities and do individual work. They will read and discuss primary and secondary accounts of human rights violations during the Holocaust and will interpret the significance of these events. Students will research a current human rights issue and use the information they gather to write an opening argument in support or rejection of the charge of crimes against humanity before an international tribunal composed of their classmates.

3. Focus Questions for Students

- What are human rights?
- How did the Holocaust violate human rights, and what impact did it have on the issue of human rights?
- How do human rights cases throughout the world today relate to the Holocaust and the resulting Universal Declaration of Human Rights?

4. Culminating Assessment

Students will select, from the list provided by the teacher (attachment 5), a country currently experiencing a human rights problem. They will use the Internet and current print sources to research their country. Students will create an annotated time line documenting the human rights violations that they find in their particular country, comparing these violations with the human rights that are enumerated in the Universal Declaration of Human Rights, and referencing the Holocaust as the precedent. Students will use this information to write a three-minute opening argument either in support or rejection of the charge of crimes against humanity perpetrated by a particular country's leaders. Students will use their time line as a visual aid and will present to a tribunal of their classmates an opening argument that will be assessed on the basis of a rubric.

5. Materials/Equipment/Resources

Included in this lesson:

- “Key Events of the Holocaust in Random Order” handout (attachment 1)
- teacher resource: key events of the Holocaust in chronological order, with dates (attachment 2)
- “Holocaust Time Line/T-Chart” handout (attachment 3)
- “United Nations Universal Declaration of Human Rights” handout (attachment 4)
- “Some Countries Recently the Focus of Human Rights Issues” handout (attachment 5)
- initial petition form (attachment 6)
- instructions for final product and presentation (attachment 7)
- rubric for teacher scoring and tribunal review (attachment 8)

Also needed to conduct this lesson:

- first-person Holocaust accounts

6. Teacher Preparation

- A. Prepare a transparency of “Some Countries Recently the Focus of Human Rights Issues” for student selection (attachment 5).
- B. Obtain variety of first-person Holocaust accounts for students to read.
- C. Prepare copies of the following for every student: “Key Events of the Holocaust in Random Order” (attachment 1); the Holocaust time line/T-chart (attachment 3); the Universal Declaration of Human Rights (attachment 4), the initial petition form (attachment 6), the final product and presentation instructions (attachment 7), and the scoring rubric (attachment 8).
- D. Secure research resources (computer lab, media center).

7. Procedures

Teacher Activities	Student Activities	Assessment
Explain to students that human rights violations have occurred throughout history and are sometimes not only sanctioned by government leaders but are actually committed by them. We can understand the importance of personal responsibility by learning the facts about the causes and the means of preventing human rights violations.		

Teacher Activities	Student Activities	Assessment
<p>Write “human rights” on the board. Ask students to think about what is mean by the term. Lead a brief discussion about human rights. Ask the class for examples of how human rights might be violated. Write the responses on the board.</p>	<p>Participate in the brainstorming activity.</p>	<p>Students’ participation in discussion</p> <p>Informal teacher observation</p>
<p>Lead a class discussion about examples of human rights violations throughout history, including American issues such as the transatlantic slave trade and treatment of Native Americans. Introduce the Holocaust as a defining example of the violation of human rights.</p>	<p>Participate in discussion.</p>	<p>Students’ participation in discussion</p> <p>Informal teacher observation</p>
<p>Have students read selected first-person accounts of the Holocaust. Ask students to look for examples of how human rights were being violated. Assign students to write about their feelings and reactions to the readings in their journals. Volunteers may share their writings.</p>	<p>Actively listen.</p> <p>Take part in the class discussion.</p> <p>Respond in your journal.</p>	<p>Informal teacher observation</p> <p>Students’ participation in discussion</p> <p>Journal check</p>
<p>Distribute copies of the handout “Key Events of the Holocaust in Random Order” (attachment 1). Pair up students, based on their ability levels. Assign each pair to make a time line, giving them the option of either using the</p>	<p>Work with a partner to create a time line.</p>	<p>Teacher evaluation of the time line</p> <p>Observation of cooperative work</p>

Teacher Activities	Student Activities	Assessment
<p>“Time Line/T-Chart” (attachment 3) or creating their own with the ruler, paper, and colored pencils that you provide.</p>		
<p>Ask students what they would have done to the Nazis who were responsible for violating the human rights of the Jews. Inform students about the Nuremberg trials and the eventual United Nations Universal Declaration of Human Rights. Distribute copies of the Declaration (attachment 4). Have volunteers read the Declaration aloud while the class follows along silently.</p>	<p>Actively listen.</p> <p>Take part in the class discussion.</p>	<p>Informal teacher observation</p>
<p>Instruct students to work with the same partner to complete the second column of their time line. Ask them to match the human rights violation with the article from the Declaration that addresses such a violation. Students should write the article number and a brief version of the content of the article in the second column.</p>	<p>Work with your partner to complete the time line matching Holocaust human rights violations with articles from the Universal Declaration of Human Rights.</p>	<p>Teacher evaluation of the completed time line</p> <p>Observation of cooperative work</p>
<p>Ask students if they can think of any violations of the rights stated in the Declaration that are occurring today. Briefly discuss the trial of former Yugoslav president Slobodan Milosevic.</p>	<p>Actively listen. Take part in discussion.</p>	<p>Informal teacher observation of class discussion</p>

Teacher Activities	Student Activities	Assessment
Distribute the instructions and the rubric for the culminating activity (attachments 7 and 8). Read aloud and discuss the instructions and rubric.	Actively listen. Ask questions as needed.	Informal teacher observation
Show the transparency of the list of countries currently experiencing human rights problems (attachment 5). Have students select a country and sign up for research.	Select topic for research.	Informal teacher observation
Assist students in their preliminary research. Instruct students to complete the initial petition form (attachment 6) containing the basic facts upon which they will build their argument. Review the petitions and provide feedback to guide students in preparing their statements.	Use the Internet and other available research materials to gather evidence for your opening statement. Complete and submit the "Initial Petition Form."	Teacher observation. Teacher evaluation of the initial petition form
Lead students through the writing process to complete their final opening statements. Give students time to practice their delivery of statements.	Use writing process to complete opening statements. Practice your delivery.	Teacher observation
Appoint tribunals of five members each. Each tribunal will hear several presentations so that everyone in the class has a chance to judge. Instruct the tribunal members of their role in the proceedings: they should evaluate the charges and the evidence presented in light of the Universal	Prosecutors will present opening statements. Members of the tribunal will actively listen and render verdict with supporting evidence.	Rubric Court verdicts and evidence Teacher observation of student participation

Teacher Activities	Student Activities	Assessment
<p>Declaration of Human Rights and individually enter a verdict with an explanation.</p> <p>Call for the first three-minute opening argument either in support or rejection of the charge of crimes against humanity perpetrated by the particular country's leaders.</p> <p>Allow the court (i.e., the particular tribunal) a couple of minutes to prepare following the opening argument.</p> <p>Call for the votes, and then announce the verdict.</p>	<p>Remaining class members will listen and take part in discussion</p>	

8. Differentiation of Instruction

Partnerships for time line/T-chart activity should be based on ability levels. Gifted students can be encouraged to prepare visual aids to accompany their opening statements.

Attachment 1

Key Events of the Holocaust in Random Order

- The Nuremberg trials begin the prosecution of Nazi leaders for conspiracy to wage a war of aggression, war crimes, and crimes against humanity—specifically, genocide of the Jews.
- Libraries and bookstores are raided and purged of all books deemed “un-German.” Book burning rallies take place in public squares.
- Jews are banned from many professional occupations, including teaching, dentistry, and accounting.
- The *Einsatzgruppen*, German mobile killing squads, murder about one million Jews and numbers of other minorities as they invade the Soviet Union.
- Hitler and the National Socialist Party come to power.
- Germany begins the forced sterilization of the racially “inferior” and the mentally and physically “unfit.”
- German Jews enjoy equal opportunity in Germany.
- All Jews still in German concentration camps are deported to death camps at Auschwitz, Poland. Up to one hundred people are packed into a single rail car with no food, water, or sanitation. Women, children, the sick, and the elderly are immediately sent to gas chambers. Those capable of working are assigned to slave labor and forced to endure terror, torture, and collective punishment.
- Dachau, the first concentration camp in Nazi Germany, is established.
- The Nuremberg laws depriving Jews of German citizenship and civil rights are enacted.
- All Jewish children are expelled from German schools.
- Death marches” from Auschwitz begin. As Allied forces begin to close in on the Germans, the Nazis try to evacuate concentration camps to eliminate evidence. Prisoners are loaded onto trucks for a journey to ports, where they will be loaded on ships and sunk at sea. Most are murdered en route.
- An intensive propaganda campaign begins in Germany, aimed at fostering nationalism, anti-Semitism, and allegiance to Hitler.
- At the Wannsee Conference in Berlin, German government officials meet to ensure interagency cooperation in the “Final Solution,” the extermination of the Jews.

- “Legislation is passed in Germany to allow prosecution of Nazi war criminals to be extended for additional twenty years.
- The Allies begin liberating Nazi concentration camps.
- The German government begins to require all Jews over the age of fifteen to carry identification cards, to be shown to the Gestapo on demand.
- Jews and other non-Aryans in Germany are banned from jobs in law and civil service.
- Code named Aktion T-4 (Operation T-4), Hitler’s program of “euthanasia” begins with the systematic killing by lethal injection of those judged to be physically and mentally disabled.
- Death camps are established in the Polish villages of Belzec, Sobibor, and Treblinka. Gassings begin at Auschwitz.
- The Gestapo (German secret police) are given almost unlimited authority over citizens, including the ability to conduct arrests without warrants.
- German Jews are ordered to pay a fine for the damages of the *Kristallnacht*.
- Germany begins to grant passports to Jews for travel outside of Germany only in special cases.
- Mobs of Nazis, supported by local governments, vandalize hundreds of synagogues and thousands of Jewish-owned businesses throughout Germany and Austria in the *Kristallnacht*, the “Night of Broken Glass.”
- Hitler proclaims an official boycott of Jewish businesses throughout Germany as a move to eliminate Jews from German economic life and force their emigration.

Attachment 2

Teacher Resource:

Key Events of the Holocaust in Chronological Order with Dates

- German Jews enjoy equal opportunity in Germany. (1800s–1935)
- Hitler and the National Socialist Party come to power. (January 1933)
- Dachau, the first concentration camp in Nazi Germany, is established. (March 22, 1933)
- Hitler proclaims an official boycott of Jewish businesses throughout Germany as a move to eliminate Jews from German economic life and force their emigration. (April 1, 1933)
- An intensive propaganda campaign begins in Germany, aimed at fostering nationalism, anti-Semitism, and allegiance to Hitler. (April 1933)
- Jews and other non-Aryans in Germany are banned from jobs in law and civil service. (April 7, 1933)
- Libraries and bookstores are raided and purged of all books deemed “un-German.” Book burning rallies take place in public squares. (May 10, 1933)
- Germany begins the forced sterilization of the racially “inferior” and the mentally and physically “unfit.” (January 1934)
- The Gestapo (German secret police) are given almost unlimited authority over citizens, including the ability to conduct arrests without warrants. (1935)
- The Nuremberg laws depriving Jews of German citizenship and civil rights are enacted. (September 15, 1935)
- Jews are banned from many professional occupations, including teaching, dentistry, and accounting. (January 1937)
- Germany begins to grant passports to Jews for travel outside of Germany only in special cases. (November 16, 1937)
- The German government begins to require all Jews over the age of fifteen to carry identification cards, to be shown to the Gestapo on demand. (July 23, 1938)
- Mobs of Nazis, supported by local governments, vandalize hundreds of synagogues and thousands of Jewish-owned businesses throughout Germany and Austria in the *Kristallnacht*, the “Night of Broken Glass.” (November 9, 1938)
- German Jews are ordered to pay a fine for the damages of the *Kristallnacht*. (November 12, 1938)

- All Jewish children are expelled from German schools. (November 15, 1938)
- Code named Aktion T-4 (Operation T-4), Hitler's program of "euthanasia" begins with the systematic killing by lethal injection of those judged to be physically and mentally disabled. (September 1939)
- The *Einsatzgruppen*, German mobile killing squads, murder about one million Jews and numbers of other minorities as they invade the Soviet Union. (summer 1941)
- At the Wannsee Conference in Berlin, German government officials meet to ensure interagency cooperation in the "Final Solution," the extermination of the Jews. (January 20, 1942)
- All Jews still in German concentration camps are deported to death camps at Auschwitz, Poland. Up to one hundred people are packed into a single rail car with no food, water, or sanitation. Women, children, the sick, and the elderly are immediately sent to gas chambers. Those capable of working are assigned to slave labor and forced to endure terror, torture, and collective punishment. (October 4, 1942)
- Death camps are established in the Polish villages of Belzec, Sobibor, and Treblinka. Gassings begin at Auschwitz. (1943)
- "Death marches" from Auschwitz begin. As Allied forces begin to close in on the Germans, the Nazis try to evacuate concentration camps to eliminate evidence. Prisoners are loaded onto trucks for a journey to ports, where they will be loaded on ships and sunk at sea. Most are murdered en route. (January 1945)
- The Allies begin liberating Nazi concentration camps. (April 1945)
- Legislation is passed in Germany to allow prosecution of Nazi war criminals to be extended for additional twenty years. (February 1965)
- The Nuremberg trials begin the prosecution of Nazi leaders for conspiracy to wage a war of aggression, war crimes, and crimes against humanity—specifically, genocide of the Jews. (November 20, 1945)

Attachment 3

Time Line/T-Chart

[illegible]

Attachment 4

United Nations Universal Declaration of Human Rights

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,
Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

All human beings are born free and equal in dignity and in rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be

made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitations of sovereignty.

Article 3.

Everyone has the right to life, liberty and the security of person.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

(1) Everyone charged with a penal offense has the right to be presumed innocent until proven guilty according to the law in a public trial at which he has had all the guarantees necessary for his defense.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, no to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

(1) Men and women of full age without any limitation due to race, nationality, or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21.

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

- (1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favorable remuneration insuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental states. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author [i.e., the right of copyright].

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Attachment 5

Some Countries Recently the Focus of Human Rights Issues

- | | |
|---|------------------|
| 1. Afghanistan | 17. Kashmir |
| 2. Argentina | 18. Kenya |
| 3. Bosnia Herzegovina | 19. Macedonia |
| 4. Burma (Myanmar) | 20. Malaysia |
| 5. Cambodia | 21. Mauritania |
| 6. Chile | 22. Nepal |
| 7. China | 23. Nigeria |
| 8. Colombia | 24. Peru |
| 9. Democratic Republic of the Congo (DRC) | 25. Russia |
| 10. Dakar | 26. Rwanda |
| 11. East Timor | 27. Sierra Leone |
| 12. Ethiopia | 28. Syria |
| 13. Greece | 29. Tunisia |
| 14. Guinea | 30. Turkey |
| 15. Indonesia | 31. Uganda |
| 16. Iran | 32. Uzbekistan |
| | 33. Vietnam |

Recommended resource for initial research: the Human Rights Watch's Web site at <http://www.hrw.org/>.

Attachment 6
Initial Petition Form

In the case of (person's name) _____, pending before the (school name) _____ International Tribunal for Human Rights, the following evidence is presented in _____ (support/rejection) of the charge of human rights violations in accordance with the Universal Declaration of Human Rights as cited this date, _____, by jurist (person's name)_____.

CHARGE	EVIDENCE	ARTICLE

Attachment 7

Instructions for Culminating Assessment

1. Select, from the list provided by the teacher, a country currently experiencing a human rights problem.
2. Begin your research at the Human Rights Watch's Web site at <<http://www.hrw.org/>> to determine why the country is on the list and to look for evidence of human rights violations going on within that country.
3. Conduct further research on the problem, including any historical and geographical causes. Document the evidence you find.
4. Determine if the evidence supports or refutes a call for the prosecution of government leaders for human rights violations.
5. Submit an initial petition form documenting the charges, the evidence you have found, and the article from the Universal Declaration of Human Rights to which the charges correspond.
6. With your teacher, serving as the clerk of court, having approved the petition, follow the writing process to write a three- to five-minute opening statement in support or refutation of the charges against government officials in the particular the country.
7. Be sure to cite a precedent from the Holocaust in addition to clearly presenting evidence related to violations of articles from the Universal Declaration of Human Rights.
8. Practice delivery of your statement.
9. Present your statement to the tribunal (panel of five classmates), using effective body language, a persuasive tone, and good eye contact.

Attachment 8
Rubric for Culminating Assessment

	Expert 4	Advanced 3	Intermediate 2	Novice 1
Research and Analysis	<ul style="list-style-type: none"> demonstrates thorough or complete understanding with substantial elaboration and documentation 	<ul style="list-style-type: none"> demonstrates good or adequate understanding with adequate elaboration and documentation 	<ul style="list-style-type: none"> demonstrates general or some understanding with some elaboration and documentation 	<ul style="list-style-type: none"> demonstrates minimal or no understanding with little or no elaboration and documentation
Written Statement	<ul style="list-style-type: none"> is related to the topic has beginning, middle, and end is focused, unified, and organized is developed with three or more supporting facts flows smoothly from point to point, with few errors and no variety of errors 	<ul style="list-style-type: none"> is related to the topic has beginning, middle, and end is focused, unified, and organized is developed with at least two supporting facts flows smoothly from point to point, with several errors and no variety of errors 	<ul style="list-style-type: none"> is related to the topic lacks beginning, middle, or end is somewhat focused, unified, and organized is undeveloped with no supporting facts has frequent errors or a variety of errors 	<ul style="list-style-type: none"> is related to the topic lacks beginning, middle, or end lacks focus, unity, or organization is undeveloped with no supporting facts has many errors and/or a variety of errors
Presentation	<ul style="list-style-type: none"> met the three- to five-minute time limit maintained consistent eye contact used highly effective and persuasive tone, volume, and body language 	<ul style="list-style-type: none"> met the three- to five-minute time limit maintained frequent eye contact used adequately effective and persuasive tone, volume, and body language 	<ul style="list-style-type: none"> missed or exceeded time limit by one minute maintained occasional eye contact used somewhat effective and persuasive tone, volume, and body language 	<ul style="list-style-type: none"> missed or exceeded time limit by more than one minute rarely made eye contact used minimally effective or ineffective persuasive tone, volume, and body language